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ABSTRACT

An annotated bibliography of materials on the language experience approach to reading instruction, prepared as part of a study to determine the effects of and methods for implementing this approach in primary classrooms, comprises the major portion of this document. The bibliography's 63 annotations are arranged in four categories: (1) the ideology, mechanics, rationale, and limitations of the langauge experience approach; (2) the benefits to the students, as concluded from the research studies that indicate the benefits to students involved in a language experience approach program; (3) the teacher's role in program development, teaching atmosphere, and classroom arrangement within the context of the language experience approach; and (4) the methods and bibliographic materials used to integrate the language experience approach in primary classrooms. Following the annotated bibliography, the document contains a review essay on the contents of the surveyed materials, the four conclusions reached as a result of the study, a list of seven recommendations based on the literature review, and a list of the materials--alphabetically by author. (RL)

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LANGUAGE EXPERIENCE INTEGRATION INTO THE PRIMARY CLASSROOM

BY

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INTRODUCTION

Multiple definitions of the reading process caused many difficulties in determining a uniformly acceptable method of reading instruction. Code-emphasis advocates suggested that children read when they mastered the alphabetic code. They made an association between written symbols and spoken sounds as in a phonetic program of instruction. Meaning-emphasis proponents advocated that children read when meaning and interpretation were associated with pictures as in a basal reading program.

Chall conducted an extensive study which compared the results of code-emphasis and meaning-emphasis programs from 1910-1965. She concluded that initial code-emphasis instruction, which gradually incorporated meaning, produced the best results. (Chall 1967)

However, in spite of the use of these proceedures, many children were unsuccessful readers. They were unable to apply the code or discover meaning from a word. It was necessary for researchers to reexamine the reading process to find a method, which Chall did not study, that enabled unsuccessful readers to read.

In 1978, Hall, an advocate of communication-emphasis programs such as the Language Experience Approach, was concerned about the omission of language experience studies from Chall's work. She conducted a narrative review and syn-

thesis of language experience research findings and concluded that this method was an effective way to teach reading and related communication skills.

STATEMENT OF THE PROBLEM

In spite of the use of phonetic and basal reading programs, there were still children who were classified as unsuccessful readers. Since language experience was found to be an effective teaching method, it was necessary to explore this alternative as a means to improve reading instruction.

PURPOSE OF THE STUDY

The purpose of this study was the exploration of the Language Experience Approach of teaching reading to determine the benefits to the students, the consequences for the teacher, and the methods of implementation into the primary classroom.

ORGANIZATION OF THE STUDY

This study was limited to primary school children and was divided into four parts. The first section examined the ideology, mechanics, rationale, and limitations of the Language Experience Approach. In the second section, benefits to the students were concluded from research studies. The third section expressed the roles of the teacher concerning program development, teaching atmosphere, and class-

room arrangement. The last section dealt with methods and bibliographical materials used to integrate the Language Experience Approach into the primary classroom.

Annotations in each section were entered sequentially as they appeared in the summary. In some cases, annotations were used more than once and appeared in the section where the stronger relationship was shown.

DEFINITION OF TERMS

Basal Reading Program -- " A total program composed of a teacher's manual, readers, workbooks, and additional materials to aid the teacher " (Chall 1967)

Experience Story -- " A stimulus initiated story written from the child's own words" (Allen 1966)

Field-dependent -- " One who is unable to organize himself individually in space " (Dixon 1977)

Language Experience Approach -- " A method in which instruction is built upon the use of reading materials created by writing down children's spoken language" (Hall 1978)

Story Maker -- " A teaching instrument by which children develop stories by choosing already-written story segments " (Rubin and Gentner 1979)

Word Banks -- "Collections of the children's readable words" (Garton 1979)

ANNOTATIONS

LANGUAGE EXPERIENCE APPROACH

The Ideology

Stauffer, Russell G., The Language-Experience Approach to the Teaching of Reading, Harper and Row, New York, 1970, 301 pp.

This book examined reading instruction through language as personal communication, and experience as the perceptions and conceptions of the communicator. The Language-Experience Approach was also referred to as the Eclectic Approach or Cognitive Approach. This program utilized dictation and word banks, expressed by the child, as the basis of the reading program. No basal texts were used. Skills were developed through creative writing, directed activities of reading and thinking, individual activities, and word recognition. This program utilized the individual child's cognitive and language abilities and allowed him to progress at his own rate and in his own direction.

Dorchester County Board of Education, Right to Read Language Experience Program, Educational Resources Information Center, ED 105 449, Dorchester County Board of Education, Cambridge, MD., 1974, 16pp.

Language experience was described as a process of teaching which utilized the child's own oral language and concepts to develop an initial sight vocabulary and beginning word recognition skills. Reading was treated as a thinking process. Reading was done from dictations, and as vocabulary was developed, basal readers were used. Directed reading-thinking activities were developed from the basal material. Self-selection of materials was encouraged as were interest areas, multi-media equipment, word cards, and questions. Results were higher reading levels which continued into the second grade on word recognition, spelling, and paragraph meaning.

Lee, Doris M., and Allen, R.V., Learning to Read Through Experiences, Appleton-Century-Crofts, New York, 1963, 146pp.

This book brought reading and other communication skills together in the instructional program. The Language Experience Approach was thought to be an open system of reading education based on the reader's speech recorded in print. Skills were developed through the child's own work and presented in his own work. The program stressed productive thinking, free expression, individual talents, and personal discipline. The main goal of the program was that the child might understand the connection between thought, speaking, and reading and develop an appreciation for it. Personal language charts, work charts, narrative charts, and reading skill charts were used in conjunction with sharing, discussing, listening to stories, telling stories, and dictating.

The Mechanics

Lerner, Brenda, and Others, Tooters in Reading, Educational Resources Information Center, ED 157 043, Junior League of Champaign-Urbana, Champaign, Ill., 1975, 99pp.

This illustrated guide contained examples of how to teach the Language Experience Approach and what materials were used. The child developed dictation from a stimulus and the teacher read the story. The child wrote a title and read the story and illustrated it. It was read alone, read aloud to the teacher, the words were put into a word bank, and the stories were put into a notebook. The stories were used to teach phonics, categorize words, sort words, make sentences and questions, play games, and share with their friends.

Jensen, Mary A., and Hansen, Bette A., "Helping Young Children Learn to Read: What Research Says to Teachers," Young Children 36:61-71, November, 1980.

This study found that the Language Experience Approach could be used for skill and idea orientation depending on the needs of the individual child. Skill tactics were matching words by initial letters, sorting words, locating the word in print, match letters to words on a story chart, locating words with different beginning letters, printing letters, reconstructing words, recognizing letter names, and recognizing differences and similiarities in spelling patterns. Idea tactics were illustrating ideas, attaching photographs or experience objects, matching sentences, matching phrases, matching words, completing sentences, responding to recall questions, identifying repeated words and phrases, sequencing ideas, grouping words into concept categories, interpreting meaning, making word banks, and progressing from left to right.

Bridge, Connie, and Lemmon, Kay, Learning to Read My Word: Language Experiences for Young Children, Educational Resources Information Center, ED 177 511, Kentucky State Department of Education, Frankfort, Kentucky, 1979, 54pp.

The authors treated reading from the psycho-linguistic point of view as the construction of meaning through the interaction of one's knowledge of learning and the world with the message of the author. This integration was achieved through interest centers of art, music and play, read-aloud books, read-along books, language experience stories, patterened language materials, and structured language books.

The Rationale

Hacker, Charles J., "From Schema Theory to Classroom Practice," Language Arts 57:866-871, December, 1980.

This article was based on research findings that children needed a coordinated activity of schemata, previously stored and organized data believed to be true and based on experience, at all levels to comprehend. Reading comprehension improved when reading materials were related to the backgrounds, experiences, and interests of the students as in the Language Experience Approach. Directed reading-thinking activities and oral discussion were considered necessary for comprehension improvement rather than worksheets.

Kirkland, Eleanor R., "A Piagetian Interpretation of Beginning Reading Instruction," Reading Teacher 31:497-503, February, 1978.

The author analyzed the principles of Piaget in conjunction with the beginning reading program. The child ready to read had a large conceptual base from first hand experiences so that words had meaning. The child was able to decenter, keep a rule in mind while applying it. The child was able to reverse thought processes and associate sounds with symbols. The child was able to form representations through mental images and discriminated letters and letter directions. It was recommended that children learn that reading was meaningful communication between the reader and author. The Language Experience Approach provided experiences from which the child might generalize and vocabulary with which the child was familiar. This method provided positive effects.

Drummond, Don, and Wignell, Edna, "An Argument in Support of a Language-Experience Approach to the Teaching of Reading," Reading, A Source Book, pp. 35-43, Heinemann Educational Books, London, 1979.

This article stated that reading was the most meaningful to a child when the reading materials were expressed in his own language and rooted in his own experiences. Lack of comprehension and misunderstanding occurred when the reader could not share the ideas of the author. Therefore, a program which used the child's words and ideas like the Language Experience Approach was essential to reading and comprehension. The approach was a medium of comprehension, communication, and teacher responsibility for teaching reading and communication skills through the experience stories. The atmosphere was one of acceptance, stimulation, and comfort. Published books were used when vocabulary had been expanded so that the need for vocabulary introduction had been eliminated.

Applebee, Arthur N., "Environments for Learning," Language Arts 55:756-760, September, 1978.

This author suggested the use of experience group charts and individually dictated stories to provide the basic materials for reading instruction. It was necessary, through studies concerning "Key Vocabulary" or natural vocabulary of the child, to teach the Language Experience Approach. This program involved experience stories which were self-motivating and meaningful, imaginative play, and value-clarification.

Powers, Meredith M., Bobys, Aline R., Beginning Reading Instruction: Making Sense or Nonsense, Educational Resources Information Center, ED 157 051, International Reading Association, Houston, Texas, 1978, 13pp.

This article stated that children must relate the words they read to their prior knowledge. Language experience stories provided the natural transition from oral to written language. Other useful elements were nursery rhymes, alphabet/language books, read-aloud stories daily, uninterrupted sustained silent reading, and language experience stories which make sense to the student.

Marino, Jacqueline, "Where Comprehension Leads the Way," Journal of Language Experience 2:5-11, 1980.

This article stated that the Language Experience Approach provided meaningful content, provided immediate relationship between oral and written language, and improved the student's self-concept. This approach began with comprehension since comprehension was a dialogue between the writer and the reader. The reader was freed from finding a match between his own experiences and that of the author because he was the author. Pictures were used to provide common experiences or discussion, student impressions were recorded, word cards and phrase cards and typed recorded stories were presented, and follow-up lessons were developed.

Rupley, William H., "Language Development and Beginning Reading Instruction," Elementary English 52:403-408, March, 1975.

The author concluded from this study that language skills reinforced one another and should not be taught in isolation. The child was ready to read when visual signs represent language and prior knowledge is drawn upon. Comprehension occurred when the child was able to see the relationship among sentence elements. Therefore, reading material similiar to the child's speech patterns facilitated comprehension. Oral reading was practiced so that the child might hear what was read in experience stories, poems, and dramatizations.

Melvin, Mary P., "Psycholinguistics and the Teaching of Reading," Elementary School Journal 79:276-283, May, 1979.

This article examined the place of language in the reading process. It developed the idea that reading was not primarily visual but integrated the readers knowledge about language, words, and the material. Reading was discussed as cyclical, for the child sampled, predicted, tested and confirmed the written material without interruption. Oral language competence was thought to be a necessity for children to actively participate in the reading process. Without this skill, comprehension was lacking. Cue systems were discussed as aids used by the reader to carry out the cyclical process. The Language Experience Approach was able to meet the individual needs of the students and utilize their different backgrounds.

Dixon, Carol N., Peer Teaching and the Language Experience Approach: Appropriate Strategies for the Bilingual/Bicultural Child, Paper Presented at the Southwestern Regional Conference of the International Reading Association, Phoenix, 1975, 7pp.

This paper discussed peer teaching as a means of cultural and linguistic improvement through the Language Experience Method. Language experiences provided the reading material which was lacking for a child with a non-standard English background. They conquered the differences in cognitive styles of the students which required cooperation not competition, and group achievement as opposed to individual achievement. These children required activities which stressed interaction with other children in authority and support of their values. Peers were used to take dictation that would provide word banks for reinforcement.

Dixon, Carol N., Matching Reading Instruction to Cognitive Style for Mexican-American Children, Educational Resources Information Center, ED 158 269, California Reading Association, Anaheim, California, 1977, 9pp.

This paper was based on recent studies which classified Mexican-American children as field-dependent, or unable to organize themselves individually in space. Therefore, these children required many interpersonal relationships while they accepted and needed external direction. The Language Experience Approach was used to assimilate linguistic differences, promote personal relationships with peers and teachers, and develop discussions. Humanistically, all children's learning styles and the educational settings should be matched despite their backgrounds.

White, Hazel L., Correlation Between Dialect and Reading Achievement, Paper Presented at the National Council of Teachers of English, Chicago, Ill., November, 1976, 8pp.

This paper examined the use of language and dialect in the student's ability to read. Speakers of non-standard English were often placed in remedial programs. The suggestions for curing this problem were to use the Language Experience Program to improve self-concept, listen to good literature, broaden experiential backgrounds, and share ideas and experiences. When vocabulary was broadened, the basal program was used to combat the drawbacks of the Language Experience Approach. These included the lack of sequential word recognition, a need for basic sight words, and the lack of directed reading activities.

White, Hazel L., "Coping with Dialect Differences in Reading Instruction," Clearing Hpuse 52:340-342, March, 1979.

In this article conclusions were drawn from literature about students who spoke non-standard dialects. Criticism and over-correction were concluded to be kept at a minimum. Oral English was to be developed first. Language Experience Programs were to be used to draw on the child's language and background. Directed reading activities were to be used as were opportunities for the child to hear and respond to language patterns in books.

Hall, MaryAnne, The Language Experience Approach for Teaching Reading, ERIC Clearinghouse on Reading and Communication Skills and the International Reading Association, Urbana, Ill., 1977, 49pp.

The author examined the research in the ares of general achievement, readiness, oral language, vocabulary, word analysis, creative writing, spelling, comprehension, affective factors, and special populations. It was concluded that research substantiated the Language Experience Approach as an effective way to teach reading and communication skills to children.

The Limitations

Petty, Walter T., Petty, Dorthy C., and Becking, Marjorie F., "The Language Experience Method," Experiences in Language, pp. 344-345, Allyn and Beacon, Inc., Boston, 1973.

This section of the book explored the Language Experience Method for teaching reading. They found that there was no attempt to specify the content of the reading instruction for this developed from the chold's own stories. There were no vocabulary controls nor attempts to structure skill development, for these also developed from the child's own stories. The responsibility for the program rested with the teacher. This program was recognized as having limitations in providing all of the reading skills. The method was found to be useful with children needing remedial work and non-standard dialect speaking children. Experience stories were also used to maintain reading interest, teach vocabulary, and individualize instruction.

Shepherd, Terry R., The Language-Experience Approach as a Means to Reading Proficiency in First and Second Languages, Educational Resources Information Center, ED 144 400, Southern Illinois University, Carbondale, Ill., 1977, 20pp.

This paper suggested the way to teach reading was through the Language Experience Approach. The experiences and backgrounds of the children were used to promote meaningful activities, move from the known to unknown, make experiences concrete, relevent, and interesting, and to provide correct models. Dictation was used once a day and related books were available. Disadvantages were considered to be the lack of structure, lack of vocabulary control, the need to have many outside experiences, and the excessive time required.

BENEFITS TO THE STUDENTS OF THE LANGUAGE EXPERIENCE APPROACH

Lotto, Linda S., "What Research Says About Beginning Reading," Classroom-Relevent Research in the Language Arts, pp. 61-71, coordinated by Harold G. Shane and James Walden, Association for Curriculum Development, Washington, 1978.

This study examined the Phonetic Method, the Sight-Word Method, and the Language Experience Method of teaching beginning reading. There were studies that found each of these methods effective in the teaching of reading. However, the Language Experience Approach was found to be beneficial in the areas of cognitive style, matching the program to the child's cognitive development and background, and self- concept, the way the child sees himself. It was concluded that a child taught with this method developed greater self-esteem, social interests, and associations with friends.

Wheat, Thomas E., and Others, "Initial Reading Experiences for Linguistically Diverse Learners," Reading Teacher 33:28-31, October, 1979.

The Language Experience Approach was concluded to be the most sensible way to teach children who spoke non-standard English. The approach integrated the children's natural language, culture, and experiences, and interests with reading. It was concluded that most children came to school speaking language that differed from reading materials. It was concluded that teachers must accept and respect children as users of their language. When this occurred, reading was likely and the self-image was stregthened which enhanced self-worth.

Zajano, Nancy C., Broncos Reading Improvement Project 1976-77 Final Evaluation Report, Educational Resources Information Center, ED 155 611, Burrillville School Dept., Providence, R.I., 1977, 82pp.

This program was designed to individualize instruction, improve reading, and supplement the basic reading program with the language Experience Approach through the help of volunteers. The results indicated that 95% of the students improved significantly over the pretest. The program resulted in improved self-concepts and provided individualized reading experiences.

Lewiston Independent School District, Communication Skills Through Authorship, Educational Resources Information Center, ED 106 837, Lewiston Independent School District, Idaho, 1974, 20pp.

This initial reading program was tested on 879 first, second, and one fourth grade group of children. Meaningful materials which employed their own vocabulary and syntax were used. Students tape-recorded stories and experiences which were typed and returned to them to read and share with their friends. These stories were kept in folders. Experience stories were written on the board to encourage sentence building, while self-expression was encouraged through a daily journal. Appreciation was developed through read-aloud stories. Basal readers were also used when vocabulary had been learned. The program enhanced the self-image and developed greater peer knowledge.

Stauffer, Russell G., and Hammond, W. Dorsey, "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction--Extended into the Third Grade," Reading Research Quarterly 4:468-499, Summer, 1969.

This study examined the results of third grade reading tests of children who had been instructed in reading with the Language Experience Approach and Basic Reading Text Approach in the first grade. The language experience group scored significantly superior in spelling, science and social studies concepts, oral rate and accuracy, and on word lists and writing mechanics. The study concluded that the Language Experience Approach yielded good results in the primary years.

Asplund, Betsy B., and Sunal, Cynthia S., The Effectiveness of the Language Experience Approach as a Supplement to a Basal Reader Program, Educational Resources Information Center, ED 182 705, July, 1980, 19pp.

In this study, half of a reading group was taught with the Language Experience Approach along with the Basal Reading Program, while the other half was taught with the basal readers only. Findings were that the supplemented LEA children had a sight vocabulary 10% greater than the basal group. 20% of the basal group exceeded the mean in word recognition while 80% of the LEA group did. The LEA activities stimulated the group to use difficult words and reinforce their basal vocabulary. The individualized approach resulted in more interest in reading.

Kelly, Ann Marie, "Sight Vocabularies and Experience Stories," Elementary English 52:327-328, March, 1975.

Children in this study were tested with the Botel Word Recognition Test, Form A. They were divided into a Basal Group and Language Experience Group and given subsequent instruction. The experience story group had a sight vocabulary 22% greater than the basal group. The dictation and reading of experience stories accounted for the difference between the two groups.

Gardiner, Elizabeth D., The Effects of a Language-Based Reading Approach Upon the Reading Strategies of First Grade Children, Educational Resources Information Center, ED 167 959, Ph.D. Dissertation, Pacific States University, 1978, 304pp.

This study involved 40 children who were divided equally between the language-based and conventional program. Results indicated that the experience group achieved a higher level of word recognition, reading achievement, and paragraph meaning. Writing ability was also rated higher in the language group. However, there was no significant difference in the reading attitude of either group.

Hahn, Harry T., "Three Approaches to Beginning Reading Instruction - ITA, Language Experience, and Basic Readers," Reading Teacher 19:590-594, May, 1966.

This study compared students instructed with Basal Readers, the Initial Teaching Alphabet, and R.V. Allen's Language Experience Units. Results at the end of the first year indicated that no method was consistently superior to the other two. However, students who learned by the Language Experience Approach scored significantly better on word reading and spelling. The LEA appeared useful for developing meaningful reading vocabulary and capacities of interpretation.

Cloer, Carl Thomas, Practicing What We Breach-- The Orchestration of the Language Arts, Educational Resources Information Center, ED 138 921, International Reading Association, Miami, Florida, 1977, 16pp.

This paper concluded that the Language Experience Approach taught pupils grew in writing and spelling background. Dictation and writing about personal experiences were used to incorporate the language and backgrounds of the students. Choral reading and poetry and read-aloud stories exposed students to public language. Centers with filmstrips, recorders, and record players were used for independent work. All types of books, magazines, dictionaries, and catalogues were made available. Vocabulary developed through listening, reading, singing, films, and sharing.

Quinn, Anne-Marie Vickers, "Some Effects of Experience-Related Reading Instruction on the Written Language Development of First Grade Children," Reading Instruction, Educational Resources Information Center, ED 158 235, ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill., 1978, 16pp.

This study compared the results of a Language Experience Program in reading to a Basal Text Approach. The experience group wrote more complete sentences, used a larger number of difficult words, and were more origional and creatively significant at the .001 level of confidence. However, there were no significant differences in school attitudes between the groups.

Stauffer, Russell G., "The Language Experience Approach to Reading Instruction for Deaf and Hearing Impaired Children," Reading Teacher 33:21-24, October, 1979.

Deaf and hearing impaired children lacked the ability to conceptualize and communicate their experiences and were unable to link ideas syntactically. A Language Experience Approach using dictation helped children expand their vocabulary and insert connectives into their sentences. Group participation, sharing, and communication through sign and oral language were seen as positive elements of the program. Through their sentences, they were able to become familiar with the type of language found in reading materials.

Stauffer, Russell G., and Pikulski, John J., "A Comparison and Measure of Oral Language Growth," Elementary English 51:1151-1155, November/December, 1974.

Ten first grade classrooms were pretested in Seaford, Delaware. They were taught to read through the Language Experience Approach. Pupil dictations, word banks, and daily oral reading were techniques used. It was concluded from examination of their writings that significant improvement was found in all dimensions of oral language. Growth was found in the number of words attained, sentences,and prepositions. The study also suggested that this reading method fostered an atmosphere to share ideas.

O'Donnel, C. Michael, and Raymond, Dorothy, "Developing Reading Readiness in the Kindergarten," Elementary English 49:768-771, 1972.

This study compared the results of Basal Readiness Instruction with a Language Experience Approach. The LEA group scored significantly higher in readiness than those using basal workbooks. The low ability group was favored even more by the LEA. The LEA group scored higher in visual discrimination and slightly higher in knowing letter names. This program provided many forms of stimulation and allowed the child to progress at his own rate.

Pienaar, Peter T., "Breakthrough in Beginning Reading: Language Experience Approach," Reading Teacher 30:489-496, February, 1977.

This study dealt with children in Saskatoon, Canada who were instructed with the Language Experience Approach. After testing, grade one children read at a 2.6 level and grade two children read at a 3.7 level. The children had gained awareness, assurance, self-reliance, persistence, and cooperativeness. Phonics were taught only when children saw a need for them. Directionality was mastered through the use of a sentence maker.

ROLES OF THE TEACHER IN THE LANGUAGE EXPERIENCE APPROACH

The Program Developer

VanDongen, Richard D., "Young Children Move into Reading Supported by a Classroom Reading Environment," Insights 12:2-6, October, 1979.

This article stated that to help children read, the teacher must be aware of student learning styles, utilize varried reading materials, and prepare a contextual setting. This environment utilized the children's language experiences and community resources. The teacher served as a role model as a reader and demonstrated the need for utilitarian reading.

Sulzby, Elizabeth, "Using Children's Dictated Stories to Aid Comprehension," Reading Teacher 33:772-778, April, 1980.

The author proposed two strategies to promote comprehension in the Language Experience Approach. Rereading and editing were considered to be the most beneficial part of the dictation in regard to comprehension. The child examined usage, topic, and audience at this stage and clarified what was expressed. The second strategy involved the teacher waiting for the child's dictations to show readiness to learn scribal conventions of capital letters, punctuation, and language conventions. This avoided confusion over terms and concepts the child was incapable of understanding.

Hall, MaryAnne, "Language-Centered Reading: Premises and Recommendations," Language Arts 56:664-670, September, 1979.

This article recommended that the teacher provide exposure to written language, use language experience in reading, stress comprehension, immerse children in a literate environment, and coorelate reading and writing. The language background was used to form the basic sentence patterns.Positive feedback was used to enforce the responses. The purpose of reading was one of communication. The Bond and Dykstra studies of 1967 were used to confirm that writing added to reading enhances reading achievement. Reading materials were purposeful and personal involvement was encouraged. Children's literature was used to expand vocabularies through listening.

Rigg, Pat, Beginning to Read in English the LEA Way, Educational Resources Information Center, ED 170 730, State University at Albany, Albany, N.Y., 1977, 20pp.

The Language Experience Approach (LEA) was introduced and explained. The teacher's position in the program was discussed. The teacher was to be a good listener, recorder of only what the child said, only allow the child to edit his own work, stress the content of the authors own words, and place emphasis on grammer. The teacher was to train aids to work with children, and exercises with the material should be developed. Examples would be cloze exercises, using stories for sequential order, and underlining unfamiliar words. The teacher was to also make available wordless picture books and read aloud daily to the children.

The Atmosphere Creator

Schwartz, Judy I., Integrating the Day Through Language Experience, Paper Presented at the Annual Meeting of the National Council of Teachers of English, Chicago, Ill., 1976, 12pp.

This paper presented the idea that language arts should be integrated and dependent upon one another. This required that the teacher develop an atmosphere of trust and mutual respect, provide time for experiences, observation and discussion, organize interest centers, arrange desks in clusters with flexible space, provide activities at different levels, have ongoing diagnosis and record keeping, and teach skills to listen, speak, read, and write.

Meagher, Judith A., "Integrated Language Arts Instruction A Reaffirmation," Journal of Language Experiences 2:29-32, 1980.

This article expressed integrated language arts instruction as total communication. Piagetian Theory was used to support the necessity of children to create their own structure for learning. This structure was created through the Language Experience Approach of accepting the child's language as it is and expanding creativity, reading, and writing through it. The teacher was required to provide a learning environment which would encourage children to learn in the light of what they know, Build upon experiences and interests, provide alternatives to print, encourage them to see ideas in a new way, acknowledge pleasure reading, and evaluate instructional practices.

Marquardt, Edward T., "Coordinating Reading and the Language Arts," Elementary English 51:898-900, September, 1974.

Marquardt proposed considerations which would consolidate, coordinate and implement instruction in the language arts. It was suggested that the teacher recognize when to change teaching style; a less structured classroom atmosphere; develop proceedures for creative dramatics, choral reading, role playing, storytelling, and creative writing; provide activities which allow children to benefit from the process as well as the product of reading; apply language arts to science and social studies; provide evaluation; individualize instruction; and help children to realize that reading, speaking, listening, and writing are skills which would be used for a lifetime.

The Room Arrangement Composer

Allen, Roach Van, and Allen, Claryce, Language Experience Activities, Houghton Mifflin Company, Boston, 1976.

Allen considered the use of learning centers central to the Language Experience Approach because they permitted multiple review and study, divergent thinking, multiple levels of cognitive domain, human interaction, movement and self-discipline, commitment to self-selected tasks, and released the teacher for small group instruction. They were also arranged to meet different levels of instructional difficulty. The room was arranged informally with lots of storage and open shelf display for books and materials. There were private areas, pupil displays, and comfortable furnishings. There were discussion centers, Chalk boards for pupil use, a place for teacher conferencing, and space for a total class meeting.

METHODS OF LANGUAGE EXPERIENCE INTEGRATION

The Methods

Allen, Roach Van, and Allen, Claryce, Language Experiences in Reading, Encyclopedia Britannica Press, Chicago, 1966, 290 pp.

This work expressed language experience as a bond between thought and reading. Listening, speaking, writing, and finally reading achieve this end. The program utilized many materials such as books, films, recordings, and art supplies. Six units of instruction were presented for sharing, discussion, listening, verbalization, dictation, independent writing, and authoring books. These stressed activities which would develop a reading vocabulary for the student based on his own language. Therefore, the reading vocabulary for each child would be different, but children would learn to share and read each other's works. Through sharing, each child's vocabulary would be extended.

Chambers, Susan, Readers Write Books; A How-To-Do-It Manual, Educational Resources Information Center, ED 114 792, Rockford Public Library, Rockford, Ill., 1975, 50pp.

The Language Experience Approach was used to write books for the Rockford Public Library.This program developed interest in the library. The child recorded a story which contained a main character, setting, enemies, adventure or problem, and feelings. The story was typed in a book, illustrated with origional drawings, contained a vocabulary page, a note and picture about the author, and a bookcard so the book might be checked out.

Clary, Linda Mixon, The Why and a Little How-- Teaching Reading in the Content Areas, Educational Resources Information Center, Augusta College, 1974, 7pp.

The author discussed ways of using the Language Experience Approach in the content areas. After discussion, films or book instruction, the students were divided into groups with a capable recorder. Each student contributed a sentence to the topic and read over the story. The dictated copy was given to each student and specific vocabulary words and comprehension questions were developed. Finally, students found reading material on the subject at their own reading level.

Dilena, Mike, Meaning-Emphasis Methods in Teaching Reading, Educational Resources Information Center, ED 170 717, Mount Coutha Teachers Center, Queensland, Australia, May, 1977, 9pp.

This paper encouraged teachers to make, and to have children see, reading as meaning-making. This could be accomplished through the use of context support, making "Excursion Books" of photographs and captions, retelling stories, uninterrupted sustained silent reading, using group predictions and group cloze for stories, and by boiling-down complicated information to make it meaningful.

Garman, Dorothy, "So They've Dictated a Story...Now What," Teacher 96:53-54, December, 1978.

This article contained a five day cycle of activities to be used with language experience stories. Day one consisted of familiarization with the written story. Day two provided reinforcement by underlining familiar words. Day three involved context and collage by framing a story word and finding it as many places as possible. Day four found high-frequency words deleated from the story so that new ones might be substituted. On day five the story was cut apart and reconstructed.

Young, Savannah Miller, and Others, Reading for Mastery: An Instructional Guide, Educational Resources Information Center, ED 185 500, Saint Louis Board of Education, Saint Louis, Mo., 1979, 73pp.

This booklet contained activities to encourage reading success, particularly in the area of comprehension. It was suggested that children dictate or write their own stories and illustrate them, read and reread them, cut them apart and put them back in correct sequence, cut sentences into words and make new sentences of them, and have children's story boxes which could be shared with other children. Discussion and writing stories together was also stressed.

Uries, Ethel, and Others, Project Read-Write: A Manual for Administrators, Educational Resources Information Center, ED 186 541, Newark Board of Education, Newark, N.J., 1979, 53pp.

This manual outlined ways this program could be implemented. It was based on sentence synthesis, creative and logical sentence formation. It used the framed paragraph with blank spaces to be filled in. It promoted expansion by asking who, what, when, where, why, what kind of, which one, and how many. It utilized writing strategies to emphasize literal, inferential, and critical thinking for comprehension. This program utilized the Language Experience Approach.

Simon, Marylu Shore, and Zimmerman, Judith Moss, "Science and Writing," Science and Children 18:7-9, November/December, 1980.

This article stated that experience-based science programs fostered language and reading skill development. It was decided that writing about the science activity would encourage retention. Suggestions were to set up science learning centers, write books about science topics, write puzzles about science topics, writing letters to experts, writing fictional accounts of discoveries, and writing puppet shows to dramatize science concepts.

Kosmoski, Sister Leandra, "Children's Literature in the Science Class," Science and Children 18:10-11, November/December, 1980.

Children wrote their own science books through the Language Experience Approach to be used as classroom reference books. They picked subjects they wanted to learn about, used reference books to help with background, illustrated them, and placed them in the room for all to read.

Biestman, Margot, Language Experiences for Kindergarten, First, and Second Grade, Educational Resources Information Center, ED 175 025, Far West Lab. for Educational Research and Development, San Francisco, California, 1970, 98pp.

This article described the progression from art to writing to reading. Fantasy, art, and movement were used to progress to responsive show and tell. Verbal discriptions and dictations were used as the basis of reading and writing. Children were able to identify and observe, show imagination, tell about events, discuss with others, and develop an appreciation of others. Oral reading skills were acquired as were word recognition skills, oral language skills, vocabulary development, listening skills and study skills.

Blohm, Paul J., and Yawkey, Thomas Daniels, Imaginative Play Experience Approach to Reading: Fact or Fantasy, Eduactional Resources Information Center, ED 130 781, 1976, 21pp.

This paper described and illustrated the use of fantasy and imaginative play as the basis of language experience stories. Interaction and verbal communication were encouraged. The method included observation, interviews, transcriptions, reading, reviewing, and retyping.

O'Brien, Bernadette C., Tapestry: Interrelationships of the Arts in Reading and Language Development, Educational Resources Information Center, ED 177 479, New York City Board of Education, New York, N.Y., 1978, 15pp.

The Language Experience Approach to reading was integrated with an art program to teach reading. Dance, music, theater, filmmaking, photography, puppetry, printmaking, world crafts, and painting were used as the basis of language experience. Field trips were taken, logs were kept, and writing skills were developed through journals, experience stories, poetry, dramatic skits, plays, and autobiographies.

Whaley, Charles R., Reading: May the Force Return to Us, Educational Resources Information Center, ED 174 945, University of North Carolina, Charlotte, North Carolina, 1978, 8pp.

The author discussed the need for storytelling and language experience to return expression and motivation to reading. Reading was thought of as communication, not just the mechanics of skills. Storytelling and language experience encouraged socialization through puppetry, drama, role-playing, dance, and language self-expression. The lesson form led from association to communication to experience relating.

McManus, Ellen, and Others, I Did It, I Said It, I Wrote It, I Read It: A Language Experience Approach to Reading, Educational Resources Information Center, ED 182 692, Burrillville School Dept., Burrillville, R.I., 1979, 24pp.

Activities were described in this booklet to integrate language art activities. Language experience was used in conjunction w th drama, puppetry, photography, advertising, illustrating, developing plays to encourage cooperation and planning, and running films made of rolled shelf paper and illustrated.

Sinatra, Richard, and Kinsler, Karen Taber, Value Strategies in the Teaching of Reading, Educational Resources Information Center, ED 109 659, Manhasset Public Schools, New York, 1975, 15pp.

Value clarification strategies which list, order, explore, and code experiences and thoughts were joined with the Language Experience Approach. Since values were emotional, and emotions stregthened learning, the language experience technique proved successful since it was tied directly to the child's language, experiences, and emotions. Reading was expressed as an extention of language. Reading materials, chosen with the needs and interests of the child, were meaningful and stimulated learning.

Rubin, Andee, and Genter, Dedre, An Educational Technique to Encourage Practice with High-Level Aspects of Texts, Educational Resources Information Center, ED 190 985, Bolt, Beranek, and Newman, Inc., Cambridge, Mass., 1979, 15pp.

This paper introduced the Story Maker, a teaching instrument by which children develop stories by choosing already-written story segments. This provided language experience, demonstrated consequences, de-emphasized spelling and handwriting, and provided motivation and success.

Biestman, Margot, Language Experience--Vol, II., Educational Resources Information Center, ED 189 622, Far West Lab. for Educational Research and Development, San Francisco, California, 1970, 50pp.

The discussion and activities in this booklet were developed to expand experience in reading through spontaneous language. Word banks were developed and samples were shown to teach word families or rhyming words from them. Dramatic play in different subject areas was used to help relate experiences to the group. The child's words and experiences were always used and words were related to pictures and discussions.

Garton, Sharon, and Others, "Activities for Young Word Bankers," Reading Teacher 32:453-457, January, 1979.

This article gave suggestions for using word banks developed from language experience stories. It was concluded that word banks built self-confidence as long as the child viewed them as personal. They were used to build self-concepts through exploration of feelings and identity. Word bank activities were used in meaningful context for word analysis skills such as finding rhyming words from the word bank to go with a poem. They were used for comprehension by choosing words from their banks to fill word-missing stories. They were used in oral and written language games and in content areas such as social studies, health , math, and science.

Sampson, Michael, and Sampson, Mary Beth, "Components of a Language Experience Approach," Catalyst for Change 9:10-13, Winter, 1980.

The author examined Allen's work concerning the Language Experience Approach and learning centers. It was concluded that four or five centers would be necessary in the language experience classroom. These were the discussion center, arts and crafts centers, discovery center, dramatization center, game center, writing and publishing center, viewing and listening center, reading and research center, and a quiet place. Choices were made from the mentioned group and could be changed to meet needs of students. It was necessary to have some type of evaluation and accounting to insure that students visited all of the centers.

Galloway, Elizabeth, and Gray, Gorden, Language Experience--A Reading Approach, Educational Resources Information Center, ED 136 205, Clemson Reading Conference, Clemson, South Carolina, November, 1976, 24pp.

This paper explored the uses of the Language Experience Approach for developmental, remedial, and supplementary reading. Suggestions for the teacher included activities for discussions, using community resource people, integration of current events, use of films and tapes, field trips, literatuer, holidays, imaginative experiences, and recordings.

The Bibliographic Materials

Mog, Cynthia, "A Language Experience Bibliography," Language Arts 55:979-980, March, 1979.

This was an annotated bibliography of eleven books dealing with the Language Experience Approach to reading.

LeChuga, Shirley, and Lowry, Heath, "Teaching Methods Utilizing a Field Theory Viewpoint in the Elementary Reading Program," Reading Horizons 20: 201-206, Spring, 1980.

This article presented an annotated bibliography and summary of 14 books and studies. All stressed the importance of the child's positive self-concept, individuality, and the holistic approach of language experience.

White, David E., "Language Experience: Sources of Information," Language Arts 57:888-889, November/December, 1980.

This author expanded Mog's bibliography of Language Experience Approach sources.However, this is only a bibliography.

SUMMARY

The Language Experience Approach (LEA), also referred to as the Eclectic Approach and Cognitive Approach (Stauffer 1970), utilized the experiential backgrounds, cognitive abilities, and personal oral languages of individual children to develop meaningful reading materials. Reading was considered communication and stressed the interrelationships among listening, speaking, reading, and writing. It was also considered a thinking process in which children cultivated ideas and understood their relationship to written symbols. Productive thinking, free expression, individual talents, and self-discipline were promoted. (Lee and Allen 1963) Children progressed at their own rate and in their own direction with no attempts to structure skill development or control vocabulary.

The language experience program was built on experience stories and word banks. Children developed group or individual stories from a stimulus presented by the teacher. These stories were dictated, titled, read, illustrated, and shared. New words from the stories were placed in the individual word banks of the children. These stories were used to teach idea comprehension skills by illustrating or attaching photographs and experience objects to dictations, matching sentences and phrases, completing sentences, responding to recall questions, identifying repeated words

and phrases, progressing from left to right, and by arranging events in sequential order. Skill lessons evolved from the experience stories and word banks. The children matched words by initial letters, sorted words, located particular words, reconstructed words, and recognized differences and similiarities in spelling patterns. (Jensen 1980) Skills and ideas were reinforced through learning centers, patterned language materials, read-aloud, read-along, and structured language books. (Bridge and Lemmon 1979)

This method of instruction was considered valuable by Hacker (1980) and Kirkland (1978) because it integrated the findings of Piaget,concerning experiences and thinking, with the reading process. Many researchers, (Drummond 1979, Applebee 1978, Powers 1978, Marino 1980, Rupley 1975, Melvin 1979), found that a program which capitalized on the natural vocabulary of the child strengthened meaning and comprehenion. Other studies indicated that field-dependent children, often Mexican-American, who required personal relationships and direction benefited from language experience programs. (Dixon 1977) Children who spoke non-standard English received acceptance and developed oral language and experience growth in a language experience program. (White 1976) Finally, Hall (1978) concluded that the Language Experience Approach was an effective method of teaching reading.

However, the strict language experience program was found to have some limitations. Shepherd (1977) was concerned

with the apparent lack of structure and vocabulary control. The excessive time required for outside experiences and individualization were a strain on the teacher. White (1976) considered the lack of directed reading activities to be a disadvantage. The approach demanded that the teacher be responsible for the program development, but often, the program material was insufficient in dealing with sequential or total skill development. These problems were resolved by some through the use of trained aides and basal texts when a reasonable vocabulary had been acquired.

A great deal of research was conducted to determine if children benefited from a language experience program. Some researchers, (Lotto 1978, Wheat 1979, Zajano 1977, Lewiston Independent School District 1974, Stauffer and Hammond 1969), found that self-image, self-esteem, and socialization were strengthened, Others, (Asplund 1980, Kelly 1975, Gardiner 1978, Hahn 1966, Cloer 1977), found that word recognition was significantly greater with language experience instruction. Writing was considered superior from these children, for they wrote more complete sentences, used expanded vocabulary, and were more creative and origional with story content. (Stauffer and Hammond 1969, Quinn 1978) Hearing impaired children also increased vocabulary and inserted connectives into their sentences. (Stauffer 1979) Other findings, (Hahn 1966, Stauffer and Hammond 1969, Cloer 1977), indicated that spelling was significantly better in language experience instructed child-

ren. Stauffer and Hammond (1969) and Stauffer and Pikulski (1974) found all aspects of oral language were significantly improved with this method. Reading readiness and visual discrimination were also superior in the language experience groups. (O'Donnel and Raymond 1972) Comprehension was involved in other studies by Gardiner (1978) and Hacker. (1980) They found that paragraph meaning and reading achievement were better in language experience instructed children. Finally results were obtained that children gained awareness, self-reliance, persistence, and cooperativeness. (Pienaar 1977)

The success or failure of the Language Experience Approach rested with the teacher who was required to develop a program, create a learning atmosphere, and stage a classroom setting. The primary role of the teacher was to model, through reading, the utilitarian value of reading and to be aware of different learning styles. (VanDongen 1979) Through experience stories, the teacher was required to be a good listener, a recorder of ideas, a promoter of rereading and editing for comprehension's sake, and the determiner of the readiness of children for skill development. (Sulzby 1980) Time for experiences, observations, and discussions was alloted by the teacher. (Hall 1979) Creative dramatics, choral reading, role-playing, storytelling, creative writing, and listening to oral reading by the teacher were infused into daily instruction. Language experiences were used to incorporate science, social studies, and math content into in-

dividualized student programs. (Marquardt 1974) Lastly, the teacher provided regular evaluations and trained aides to work with the children.

The literary atmosphere, created by the teacher, was one of mutual trust and respect, (Schwartz 1976) of acceptance and creativity, (Meagher 1980) and of much less structure. (Marquardt 1974)

The teacher arranged the room with small clusters of desks and flexible space. (Schwartz 1976) Learning centers, for arts and crafts, music, listening, discussion, reading, and writing were available for all levels of difficulty. There were accessible storage areas and shelves for books and reading materials.and display areas for children's work. (Allen 1976)

The major method of language experience integration was through experience stories. Some authors, (Allen 1966, Clary 1974, Dilena 1977, Garman L978, Young L979, Uris 1979), developed manuals and articles to aid the teacher with experience story proceedures and methods for skill and comprehension instruction. Allen (1966) and Chambers (1975) expanded the experience story to book length. Many areas and plans were used to stimulate experience stories. These included science plans; (Simon 1980) plans supported by fantasy and imaginitive play; (Biestman 1970, Blohm 1976) plans developed through the arts of puppetry, drama, dance, photography, storytelling, illustrating, and painting; (O'Brien 1978,

CONCLUSIONS

It was concluded that the communication-emphasis Language Experience Approach utilized the experiential backgrounds, cognitive abilities, and personal languages of children to develop meaningful reading materials. These materials were called experience stories and were used for reading, comprehension, and skill development. The method was considered valuable because it employed the vocabulary and thinking processes of children which strengthened meaning and comprehension for them. However, excessive time requirements and lack of adequate material to teach total and sequential skills were considered by some to be limitations. (Lee and Allen 1963, Kirkland 1978, Shepherd 1977)

It was determined, through research studies of investigators such as Stauffer and Hammond (1969), that children benifited from the Language Experience Approach in the areas of self-esteem, socialization, word recognition, writing, spelling, oral language, comprehension, and self-reliance.

It was concluded that the teacher, who acted as a model, was a major factor in the success of the program. The teacher was required to create an atmosphere of mutual trust and respect based on acceptance; develop experiential individualized programs with skill development and evaluation; and supply accessible materials in a flexible physical

Whaley 1978, McManus 1979) and value clarification strategies. (Sinatra 1975) A Story Maker developed by Rubin and Genter (1979) expanded the experience story. Word bank activities were discussed by Biestman (1970) and Garton. (1979)

Another method of implementation was through learning centers for discussion, art, discovery, drama, writing, listening, and reading to promote individualization and reinforcement. Allen (1976) and Sampson (1980) offered suggestions. Galloway (1976) explored and included activities for both methods to be used as developmental, remedial, or supplemental reading instruction.

Finally, annotated bibliographies by Mog (1979) and LeChuga and Lowry (1980) examined language experience sources. White (1980) compiled a bibliography of books, articles, and studies dealing with the Language Experience Approach.

arrangement. (VanDongen 1979, Schwartz 1976, Allen 1976)

It was determined that Language Experience Approach integration occurred through experience stories, developed through imagination, artistic endeavors, and content subjects, and learning centers. These centers, used to reinforce skills, were related to the language arts. Manuals and bibliographies to aid teachers were found to be available. (Allen 1966, Galloway 1976, Mog 1979)

RECOMMENDATIONS

It is recommended that:

1.) The Language Experience Approach be integrated into the reading program as developmental, remedial, or supplemental to involve the children actively in the reading process and foster self-esteem.

2.) The Language Experience Approach be used to the extent that classroom teachers feel comfortable since the success of the program rests with the teachers.

3.) Teachers examine their attitudes of acceptance and respect for children's languages and backgrounds and try to cultivate positive attitudes.

4.) Teachers read aloud daily to model standard English, promote listening skills, and demonstrate the pleasure and utility of reading.

5.) Teachers use group or individual experience stories so that children can find value in their own expression and learn to share and cooperate.

6.) Teachers employ and train aides to help with dictation and skill development to make manageable the time required for this program.

7.) Teachers prepare accessible learning centers with materials of varied difficulty to reinforce skills, promote interest, and encourage self-reliance.

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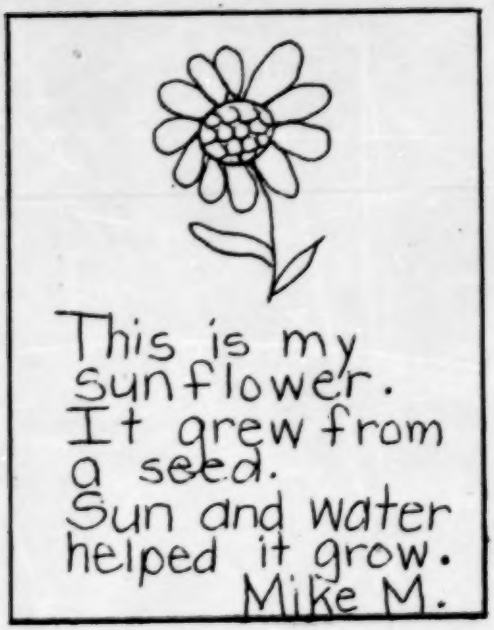
APPENDIX

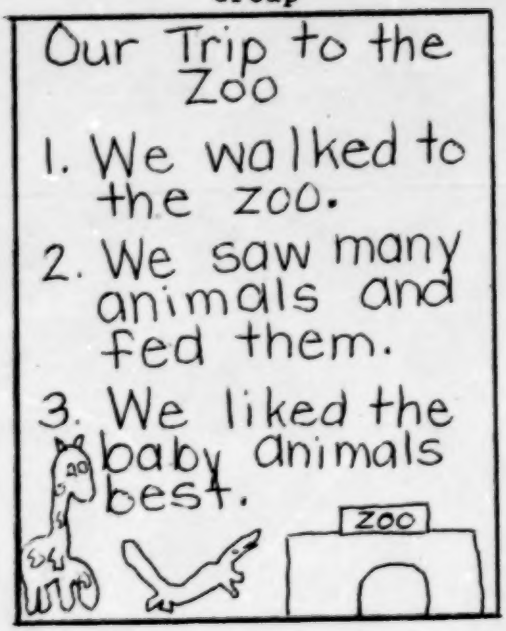
APPENDIX A

Sample Experience Stories

Individual



Group



Word Bank

My Word Bank	
Name Words	Action Words
sunflower seed sun water it	grew is helped

developed from individual story

APPENDIX B

Sample Room Arrangement